

5.P.1.1 Students are able to **define** matter on the basis of observable physical properties.

Webb Level: 1

Bloom: Knowledge

Verbs Defined:

Define – to tell or write the meaning of

Key Terms Defined:

Matter – something that occupies space and has mass

Physical properties – characteristics of a material that can be observed without changing it (mass, volume, ability to conduct heat, and electricity)

Teacher Speak:

Students are able to define (to tell or write the meaning of) matter on the basis of observable physical properties (characteristics of a material that can be observed without changing it – mass, volume, ability to conduct heat, and electricity).

Student Speak:

I can tell or write the meaning of something that occupies space and has mass (matter) on the basis of characteristics of a material that can be observed without changing it (physical properties)

- mass,
 - volume,
 - ability to conduct heat,
 - ability to conduct electricity
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5.P.2.1 Students are able to **identify** forces in specific situations that require objects to interact, change directions, or stop.

Webb Level: 1

Bloom: Knowledge

Verbs Defined:

Identify – to select from given information

Key Terms Defined:

Forces in specific situations – a push or pull caused by gravitational forces

Teacher Speak:

Students are able to identify (to select from given information) forces in specific situations (a push or pull caused by gravitational forces) that require objects to interact, change directions, or stop.

Student Speak:

I can select from given information (identify) a push or pull caused by gravitational forces (forces in specific situations) that require objects to interact, change directions, or stops.

5.P.2.2 Students are able to **analyze** the structure and design of simple and compound machines to **determine** how the machines make work easier by trading force for distance.

Webb Level: 2**Bloom: Analysis****Verbs Defined:**

Analyze – look at

Determine – decide

Key Terms Defined:

Simple machines – a machine made of one or two parts (examples: lever, pulley, wheel, axle, inclined plane, and wedged screw)

Compound machines – a machine made of two or more simple machines

Force – a push or pull one body exerts on another

Teacher Speak:

Students are able to analyze (look at) the structure and design of simple (a machine made of one or two parts) and compound (a machine made of two or more simple machines) machines.

Students are able to determine (decide) how the machines make work easier by trading force (a push or pull one body exerts on another) for distance.

Student Speak:

I can look at (analyze) the structure and design of a machine made of one or two parts (simple machine) and a machine made of two or more simple machines (compound machine).

I can decide (determine) how the machines make work easier by trading a push or pull (force) for distance.

5.P.3.1 Students are able to **demonstrate** and **explain** how to measure heat flow into an object.

Webb Level: 3

Bloom: Application

Verbs Defined:

Demonstrate – show (interpret a thermometer)

Explain – to give reasons for

Key Terms Defined:

Heat flow – the travel of heat from one object to another

Teacher Speak:

Students are able to demonstrate (show – interpret a thermometer) and explain (to give reasons for) how to measure heat flow (the travel of heat from one object to another) into an object.

Student Speak:

I can show (demonstrate – interpret a thermometer) and give reasons for (explain) the travel of heat from one object to another object (heat flow).

5.P.3.2 Students are able to **describe** the Sun's ability to **produce** energy in the forms of light and heat.

Webb Level: 2

Bloom: Correspondence

Verbs Defined:

Describe – tell in words or numbers

Produce – to make

Key Terms Defined:

Energy – the ability to do work

Teacher Speak:

Students are able to describe (tell in words or numbers) the Sun's ability to produce (to make) energy (the ability to do work) in the forms of light and heat.

Student Speak:

I can tell in words or numbers (describe) the Sun's ability to do work (energy) to make (produce) light and heat.

5.P.3.3 Students are able to **describe** basic properties of light.

Webb Level: 2

Bloom: Correspondence

Verbs Defined:

Describe – to tell in words and/or numbers

Key Terms Defined:

Basic properties of light – color spectrum, scattering, reflections, shadows

Teacher Speak:

Students are able to describe (to tell in words and/or numbers) basic properties of light (color spectrum, scattering, reflections, shadows).

Student Speak:

I can tell in words and/or numbers (describe) about basic properties of light

- the color spectrum,
- scattering,
- reflections,
- shadows.